Digital Education Council

AI FACULTY SUMMIT – Tecnológico de Monterrey

1. Descriptive Title:

AI Faculty Summit: Advancing Discipline-Driven AI Integration in Higher Education

2. Author and Institution where practice is applied:

Tecnológico de Monterrey, Directorate for Educational AI

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3. General description (100 words)

This best practice documents Tecnológico de Monterrey's institution-wide implementation of its AI educational strategy across seven Schools, embedding artificial intelligence into disciplinary contexts as part of a broader institutional transformation. The initiative was deployed through a flagship academic experience composed of a three-phase process: the AI Faculty Summit, a sprint-based collaborative design experience engaging nearly 400 faculty and leaders and generating 90 AI-enabled educational proposals; a Test & Learn implementation phase (July–December 2025) supporting iterative refinement through qualitative feedback; and the dissemination of results at the AI in Education Summit during the Future of Education Conference (January 2026). The experience demonstrates a scalable, replicable model for human-centered AI integration in higher education focused on continued improvement.

4. Please give a description of how this best practice was applied in your institution.

The AI Faculty Summit is a flagship academic experience within Tecnológico de Monterrey's National Faculty Meeting. It is a hands-on, outcomes-oriented meeting

bringing together faculty across educational levels and disciplines to accelerate the meaningful integration of artificial intelligence to boost disciplinary competencies.

Almost 400 faculty members from high school, undergraduate, and postgraduate programs participated in the event. Participants were selected by academic associate deans and faculty leadership, ensuring strong alignment with institutional priorities and curricular transformation efforts. Over the course of the Summit, faculty developed 90 proposals for AI-enabled educational projects.

The Summit adopted a disciplinary focus, aiming to prepare students for the strategic, effective, and responsible use of AI in their future professional careers. Faculty were guided to design learning experiences that foster transferable AI competencies valued in professional environments, positioning students as agents of change capable of transforming their workplaces and broader social contexts.

Across three intensive days, participants engaged in eight collaborative work sprints, structured to support the design of AI-integrated projects rooted in specific professional and disciplinary contexts. These sprints enabled faculty to apply AI into disciplinary, professional or work contexts, reinforcing both pedagogical intent and professional relevance.

A key institutional commitment emerging from the Summit is the implementation of these proposals during the academic periods of August–December 2025 and January–June 2026. The first outcomes, lessons learned, and measurable impacts of this initiative will be shared at the IFE Conference in January 2026, reinforcing a culture of evidence-based innovation.

Overall, the AI Faculty Summit exemplifies Tecnológico de Monterrey's approach to AI in education: faculty-centered, discipline-driven, and strategically aligned, transforming AI from a technological tool into a catalyst for pedagogical excellence and professional preparedness.

5. Please give a description of how the impact of this best practice was measured (300 words).

The best practice was evaluated at two complementary levels: first, as a comprehensive institutional process for implementing the AI educational strategy at the national level across the seven Schools, as part of Tecnológico de Monterrey's broader institutional transformation; and second, across each phase of the

implementation process, collectively contributing to the final outcome of embedding AI within disciplinary contexts across the university.

The first phase of the process was the AI Faculty Summit, during which faculty members from the seven Schools, central teams, and members of the leadership team gathered for a three-day collaborative experience. The Summit was designed as a structured, sprint-based process aimed at guiding participants from strategic alignment to the development of fully implementable, discipline-specific, AI-enabled educational initiatives. Over three intensive days, faculty progressed through a sequenced set of activities that integrated institutional strategy, pedagogical design, ethical governance, and implementation planning. These sprints enabled participants to translate AI concepts into applied educational innovations, reinforcing both pedagogical intent and professional relevance. As a result, teams developed detailed implementation plans outlining week-by-week activities, required resources, and assigned responsibilities, ensuring feasibility and readiness for deployment. Through its structured, collaborative, and discipline-driven design, the AI Faculty Summit effectively translated the institutional AI strategy into faculty-owned initiatives prepared for implementation and future evaluation. The Summit brought together nearly 400 participants and resulted in the development of 90 proposals.

The second phase was the Implementation and Test & Learn stage, conducted from July to December 2025. This phase generated qualitative indicators that enabled each School to assess progress, refine approaches, and identify effective practices. Continuous feedback and collective reflection supported the iterative improvement of educational experiences powered by AI.

The third phase: presentation and dissemination of results from the implementation process in a dedicated forum—the AI in Education Summit—as part of the Future of Education Conference in January 2026. This phase will culminate in a consolidated synthesis of learnings, capturing best practices and lessons learned from the process and presenting them as replicable educational experiences for other universities participating at the Conference.

Overall, the experience proved highly successful, as it enabled participants to engage and collaborate through multiple modalities, collectively adding value to a shared outcome: the effective implementation of the AI educational strategy.

Key indicators used to assess the initiative included: the number of participants; the number of proposals developed; the number of proposals implemented; the successful execution of the Test & Learn phase; and the long-term integration of AI-enabled educational experiences across disciplines.

6. What status do you feel best describes this best practice?

This best practice has been fully executed.

7. How would you describe the implementation complexity of this best practice?

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A Low

B Medium

C High

No

The implementation complexity of this is best practice can be described as simple. This practice is straightforward requiring collaboration among areas, organization and leadership to coordinate participants into teams collaborating in sprints and finally a through follow up between the Schools and team members implementing the AI-enabled Educational experience.

placing at the center teachers & students in this educational transformation process where technology enables them to thrive.

8. Please provide any links to relevant resources for this best practice.

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